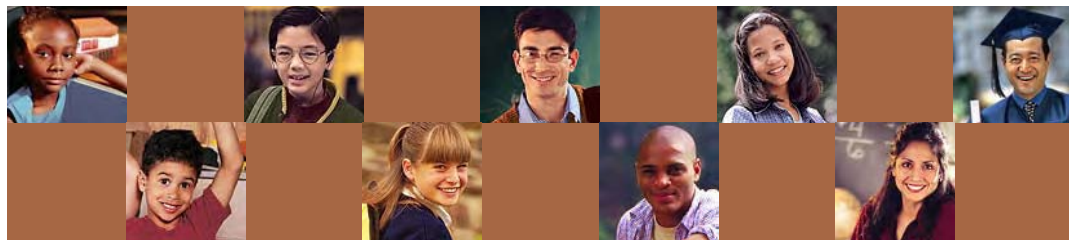


the condition of education 2005



INDICATOR 18

Kindergarten Entry and Retention

The indicator and corresponding tables are taken directly from *The Condition of Education 2005*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2005*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2005094>) or contact ED PUBs at 1-877-4ED-PUBS.

Suggested Citation:

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Elementary/Secondary Persistence and Progress

Kindergarten Entry and Retention

Among children enrolled in kindergarten in fall 1998, about 1 out of 10 was either repeating kindergarten or had a delayed entry (had not enrolled the year he or she became age eligible).

To enter kindergarten, children typically must be 5 years old sometime before the end of the calendar year.¹ Children at this age differ widely in their skills and abilities (Sameroff and Haith 1996). Recognizing these differences and believing that additional time may allow some children to be better prepared academically and/or socially, educators and parents sometimes delay children's entry into kindergarten or have them repeat the kindergarten year (Kundert, May, and Brent 1995). Among children enrolled in kindergarten in fall 1998, some 88 percent were first-time, on-time entrants (enrolled the year they became age eligible to start); 6 percent were first-time, delayed entrants (enrolled a year after they became age eligible to start); and 5 percent were repeating kindergarten (Reaney and West forthcoming).²

Children who started kindergarten in fall 1998 but whose entry had been delayed and children who were repeating kindergarten that year differed from their classmates who were entering on time. Both the delayed entrants and repeaters were more likely than their on-time

classmates to be male and less likely to have attended preschool. Compared with those who entered on time, delayed entrants were more likely to be White and to have parents with a bachelor's degree or higher. In contrast, children who were repeating kindergarten were more likely than their classmates who were entering on time to be disadvantaged—that is, to be poor, to have developmental difficulties, and to have parents with less than a high school education (see supplemental table 18-1).

Generally, as children began kindergarten, no measurable differences in reading and mathematics achievement were detected among the three groups (Reaney and West forthcoming). However, by the spring of 1st grade, children who had repeated kindergarten had lower reading achievement than their classmates who were in kindergarten for the first time in fall 1998 as either on-time or delayed entrants.³ This relationship remained even after controlling for other factors that may also be related to academic achievement.

¹ In 2001, half of the states required children to be 5 years old before a cutoff date sometime between August 15 and September 15. Other states set earlier or later dates or let local districts determine the age of kindergarten entry (Education Commission of the States 2002).

² The remaining 2 percent were first-time, early entrants (had entered early through an exception to district age requirements). They were excluded from the comparisons here because of their small number.

³ These factors included sex, age, race/ethnicity, presence of developmental difficulties in 1st grade, parents' education, poverty status, preschool experience, and type of kindergarten program (full- or half-day).

NOTE: The analysis sample includes children who were in kindergarten in fall 1998 who did not enter early, who were promoted to 1st grade in fall 1999, and who were assessed in English in the fall and spring of kindergarten and spring of 1st grade. For complete data on students' characteristics, see supplemental table 18-1.

SOURCE: Reaney, L.M., and West, J. (forthcoming). *The Early Reading and Mathematics Achievement of Children Who Repeated Kindergarten or Who Began School a Year Late* (NCES 2005-130), table A1. Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Longitudinal Kindergarten-First Grade Public-Use File.

FOR MORE INFORMATION:

Supplemental Notes 1, 3

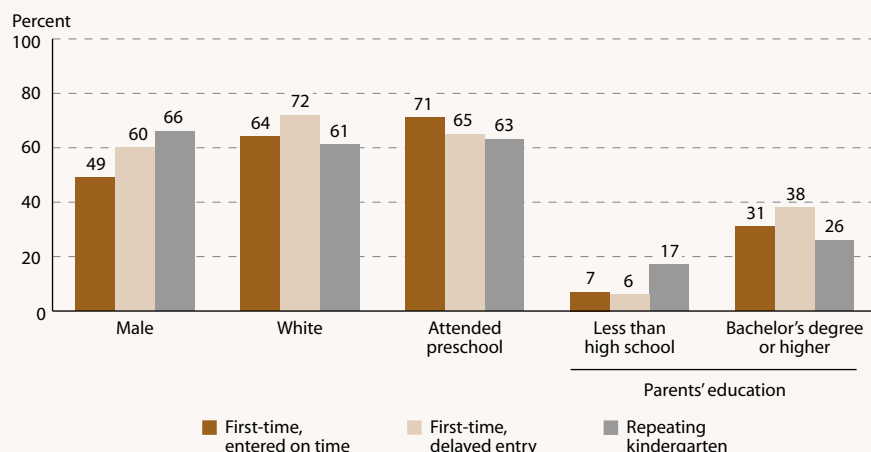
Supplemental Table 18-1

Sameroff and Haith 1996

Kundert, May, and Brent 1995



KINDERGARTEN STATUS: Percentage of kindergarten students who had selected characteristics, by kindergarten enrollment status: Fall 1998



Kindergarten Entry and Retention

Table 18-1. Percentage distribution of kindergarten enrollment status, by selected characteristics: Fall 1998

Characteristic	Total	First-time, entered on time	First-time, delayed entry	Repeating kindergarten
Total	100	100	100	100
Sex				
Male	51	49	60	66
Female	49	51	40	34
Age in fall 1998				
4 years, 8 months–4 years, 11 months	7	7	2	3
5 years, 0 months–5 years, 3 months	31	34	5	4
5 years, 4 months–5 years, 7 months	31	33	10	10
5 years, 8 months–5 years, 11 months	25	24	47	32
6 years, 0 months–6 years, 7 months	6	2	36	51
Race/ethnicity ¹				
Asian	2	2	2	1
Black	17	17	14	19
White	64	64	72	61
Other	4	4	3	5
Hispanic	13	13	9	14
Developmental difficulty ²				
Yes	17	16	20	28
No	83	84	80	72
Poverty status ³				
Poor	12	11	11	19
Nonpoor	88	89	89	81
Parents' education				
Less than high school	7	7	6	17
High school diploma or equivalent	27	27	21	24
Some college	34	35	34	33
Bachelor's degree or higher	31	31	38	26
Attended preschool ⁴				
Yes	71	71	65	63
No	29	29	35	37
Fall 1998 kindergarten program type				
Half-day	44	44	51	27
Full-day	56	56	49	73

¹ Black includes African American and Hispanic includes Latino. Other includes American Indian (including Alaska Native), Pacific Islander (including Native Hawaiian), and persons of more than one race. Race categories exclude Hispanic origin unless specified.

² A child with a "developmental difficulty" is defined as one whose parents reported in 1st grade that they had obtained a diagnosis from a professional for problems related to attention, activity, communication, hearing, or sight.

³ Poverty status refers to the child's family status for both kindergarten and 1st grade. "Poor" includes children whose family household income is below the federal poverty threshold in both the kindergarten and 1st-grade years.

⁴ Attended preschool was defined by children's attendance in either a center-based arrangement or in Head Start during the year prior to kindergarten.

NOTE: The analysis sample includes children who were in kindergarten in fall 1998 who did not enter early, who were promoted to 1st grade in fall 1999, and who were assessed in English in the fall and spring of kindergarten and spring of 1st grade. Detail may not sum to totals because of rounding. See *supplemental note 3* for more information about the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K).

SOURCE: Reaney, L.M., and West, J. (forthcoming). *The Early Reading and Mathematics Achievement of Children Who Repeated Kindergarten or Who Began School a Year Late* (NCES 2005–130), table A1. Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use File.

Kindergarten Entry and Retention

Table S18. Standard errors for the percentage of kindergarten students who had selected characteristics, by kindergarten enrollment status: Fall 1998

Selected characteristic	First-time, entered on time	First-time, delayed entry	Repeating kindergarten
Male	0.6	2.6	2.8
White	1.5	2.4	3.7
Attended preschool	1.0	2.6	2.7
Parents' education			
Less than high school	0.5	1.4	2.4
Bachelor's degree or higher	1.0	2.3	3.7

SOURCE: Reaney, L.M., and West, J. (forthcoming). *The Early Reading and Mathematics Achievement of Children Who Repeated Kindergarten or Who Began School a Year Late* (NCES 2005–130), table A1a. Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use File.

Kindergarten Entry and Retention

Table S18-1. Standard errors for the percentage distribution of kindergarten enrollment status, by selected characteristics: Fall 1998

Characteristic	Total	First-time, entered on time	First-time, delayed entry	Repeating kindergarten
Total	†	†	†	†
Sex				
Male	0.5	0.6	2.6	2.8
Female	0.5	0.6	2.6	2.8
Age in fall 1998				
4 years, 8 months–4 years, 11 months	0.6	0.6	0.6	1.7
5 years, 0 months–5 years, 3 months	0.5	0.6	1.1	1.3
5 years, 4 months–5 years, 7 months	0.7	0.7	1.2	1.9
5 years, 8 months–5 years, 11 months	0.7	0.8	2.5	2.6
6 years, 0 months–6 years, 7 months	0.4	0.2	2.3	3.4
Race/ethnicity				
Asian	0.2	0.2	0.5	0.4
Black	0.9	1.0	1.7	2.8
White	1.4	1.5	2.4	3.7
Other	0.7	0.6	1.1	1.9
Hispanic	0.9	0.9	1.5	2.2
Developmental difficulty				
Yes	0.5	0.6	1.7	2.6
No	0.5	0.6	1.7	2.6
Poverty status				
Poor	0.8	0.8	1.4	2.9
Nonpoor	0.8	0.8	1.4	2.9
Parents' education				
Less than high school	0.4	0.5	1.4	2.4
High school diploma or equivalent	0.8	0.9	1.9	2.4
Some college	0.7	0.8	2.4	2.8
Bachelor's degree or higher	1.0	1.0	2.3	3.7
Attended preschool				
Yes	0.9	1.0	2.6	2.7
No	0.9	1.0	2.6	2.7
Fall 1998 kindergarten program type				
Half-day	2.7	2.7	3.2	4.3
Full-day	2.7	2.7	3.2	4.3

† Not applicable.

SOURCE: Reaney, L.M., and West, J. (forthcoming). *The Early Reading and Mathematics Achievement of Children Who Repeated Kindergarten or Who Began School a Year Late* (NCES 2005–130), table A1a. Data from U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K), Longitudinal Kindergarten–First Grade Public-Use File.